

Attachment B: Glossary and ECEAP Expansion Maps

I. INTRODUCTION

This paper includes a glossary of terms and three draft ECEAP expansion maps that articulate the steps and actions needed for ECEAP to expand into an entitlement program.

The glossary includes terms used in the ECEAP Expansion Plan and practice definitions and DEL supports for professional development that will help readers understand the draft maps.

The three maps, created with input from the ECEAP Expansion Think Tank at its May 23, 2017 meeting are the:

1. ECEAP Expansion Workforce Map.
2. ECEAP Expansion Facilities Map.
3. ECEAP Expansion Right Slot, Right Place Map.

Each map shows the actions that individual professionals, providers, the Department of Early Learning (DEL), and other system partners will need to take, along with the needed policy and system development. Ideas from these maps will be used to inform the ECEAP Expansion Plan.

II. Glossary

1. **Department of Early Learning:** DEL is the state agency responsible for many of Washington's early childhood development programs including child care licensing, Early Achievers and ECEAP. DEL will become part of the new [Department of Children, Youth, and Families](#) on July 1, 2018.
 2. **Early Achievers:** Early Achievers is Washington's Quality Rating and Improvement System. This statewide system of high-quality early learning serves as the foundation of quality for ECEAP and child care. DEL is now working to align the standards and requirements for ECEAP and child care so that our state has a single unified system of early learning.
 3. **Early Childhood Workforce Council:** This recently convened Council is charged with providing recommendations on workforce issues key to ECEAP expansion. It will support the development of qualified, diverse and competitively compensated educators across all early learning settings and focus on ensuring that the degrees, certificates, and endorsements for early learning are progressive, valued, and transferable.
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4. **ECEAP Contractors and Providers (from [RCW 43.215.010](#)):**
 - a. **ECEAP Contractor** - An organization that provides ECEAP services under a signed contract with the DEL.
 - b. **ECEAP Provider** - An organization that provides site-level, direct, and high-quality ECEAP services under the direction of an ECEAP contractor.
 5. **Early Learning Management System (ELMS).** The Early Learning Management System, a key ECEAP data system.
 6. **ECEAP System Partners:** DEL and many other system partners support ECEAP efforts. These include the following.
 - a. **Tribal Nations:** DEL has a government to government relationship with the 29 federally-recognized tribes in our state. These tribal nations are important partners in helping to shape services and in providing ECEAP.

- b. **Parents and Communities**: Parents help to guide ECEAP contractors in the delivery of high-quality, culturally and linguistically responsive services and help to shape ECEAP’s expansion. Community members are partners in helping to shape services and could play a large role in recruiting providers and families.
 - c. **Region X**: The regional office of the federal Administration for Children, Youth and Families, Office of Head Start and Office of Child Care, whose representatives can help to align state and federal services and funding.
 - d. **State Agencies**: The Office of Superintendent of Public Instruction (OSPI) is a key partner in P-3 alignment and many ECEAP providers are K-12 schools. The Department of Social and Health Services is a partner in child care subsidies. The Department of Health is a key partner in developmental screening and child health. The Department of Commerce will play a role in facilities.
 - e. **ECEAP Contractors**: ECEAP contractors are key partners in delivering high-quality services and in shaping and helping to implement ECEAP expansion.
 - f. **Statewide and Regional Organizations and Entities**: DEL partners with a wide-array of statewide and regional entities. Examples include: Educational Service Districts; Child Care Aware of Washington (CCA); Thrive Washington; Region X; the Washington State Association of Head Start and ECEAP; Early Learning Regional Coalitions; Service Employees International Union (SEIU); and, advocates.
 - g. **Higher Education**: Higher education partners include the State Board of Community and Technical Colleges (SBCTC), and two- and four-year colleges that educate early childhood professionals. The University of Washington also serves as the evaluator for several DEL projects.
7. **Early Learning Advisory Council (ELAC)**: ELAC (established in RCW 43.215.090) provides input and recommendations to the DEL so that DEL strategies and actions are well informed and broadly supported by parents, child care providers, health and safety experts and interested members of the public.
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- a. **Early Achievers Review Subcommittee**: The Early Achievers Review Subcommittee (established in RCW 43.215.090), advises the DEL on strategies to improve the quality of instruction and environment for early learning programs participating in Early Achievers and provides input and recommendations on the implementation and refinement of Early Achievers. The subcommittee uses a racial equity lens and considers cultural and linguistic responsiveness in its analysis and recommendations.
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8. **The Washington State Caseload Forecast Council (CFC)**: The CFC is charged with forecasting entitlement caseloads for the state of Washington. The Council meets several times a year to adopt official forecasts that are the basis of the Governor's budget document and utilized by the legislature in the development of the omnibus biennial appropriations act.
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III. PRACTICE DEFINITIONS AND PROFESSIONAL DEVELOPMENT SUPPORTS:

The following definitions and links are provided as context to help readers understand terms and entities referred to in the accompanying maps. Please know that DEL will refine definitions as we learn more from the self-assessment and the work of Early Childhood Workforce Council, to more closely align the definitions with the language used in relationship-based professional development.

1. Practice Definitions.

- a. ***Qualified Staff:*** Qualified ECEAP staff are those that meet ECEAP standards for their position. For example, to meet ECEAP standards, a lead teacher needs to hold an associate degree or higher with the equivalent of 30 college quarter credits in Early Childhood Education (ECE) or a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (prekindergarten - third grade or P-3) or Early Childhood Special Education. Family support staff need to hold an associate degree or higher with the equivalent of 30 college quarter credits of adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. A DEL approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families is also accepted. Work is now underway to align licensing, Early Achievers and ECEAP standards.
- b. ***High-Quality Teaching:*** High-quality teaching in early childhood is intentional and effective in advancing the learning and development of all young children and significantly narrowing readiness and achievement gaps before children enter kindergarten. Structural policies such as group size and ratio, curriculum, teacher qualifications and compensation are necessary supports for high-quality teacher-child interactions, but they do not guarantee them. Ultimately, high-quality teaching depends a great deal on the strength of the organizational and instructional leadership supports for teachers' continuous professional learning and improvement ([The Ounce, High Quality Teaching in Preschool](#)).
- c. ***Instructional Leadership:*** Instructional leadership focuses on building leadership among those with responsibilities for supervising prekindergarten teachers, guiding their practice, and/or facilitating job-embedded professional learning. Effective leadership is the driver of improvement, strengthening organizational conditions for effective teaching and learning. Effective leaders are strategically focused on children's development and early achievement. They cultivate strong partnerships with families and support teachers to be effective in their work. They create a supportive and collaborative professional work environment focused on ambitious teaching and learning and the continuous improvement of practice ([The Ounce, Organizational Conditions and Instructional Leadership](#)).
- d. ***Job-Embedded Professional Learning (JEPL):*** JEPL is learning that is grounded in day-to-day practice and is designed to enhance professional practice with the intent of improving children's learning and development. It consists of teams of professionals assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. Research confirms that routine, collaborative JEPL, focused on student learning and linked to curricula, is more effective than traditional, externally-driven professional development in changing practice and sustaining improvements. ([The Ounce, Job-Embedded Professional Leadership](#))

2. DEL Supports and Tools for Early Childhood Professionals and Providers of Professional Development:

- a. ***Managed Education and Registry Information Tool (MERIT):*** MERIT is an online portal that helps Washington's early care and education professionals track their education and training, find training opportunities, and share qualifications with employers.
- b. ***Early Learning Career Portal:*** This Portal is an online educational pathway for current and potential early learning professionals. It was created by DEL in partnership with the Washington State Board for Community and Technical Colleges (SBCTC).

- c. Scholarships and Incentives: Scholarships and incentives are available to professionals employed at an Early Achievers facility.
 - d. Core Competencies: The *Core Competencies* define what early childhood professionals need to know and be able to do to provide high-quality education and care. They serve as the foundation for decisions and practices carried out by professionals in all settings and programs.
 - e. Relationship-Based Professional Development Competencies: These *Competencies* describe the skills that educators providing professional development should cultivate to engage early childhood professionals in sustained and focused learning. In Washington, these *Core Competencies* are intended to promote improvement of the quality of early childhood programs. The competencies were developed to help identify, define and recognize the strategies, skills and knowledge expected of professionals at various levels of relationship-based professional development.
 - f. Culturally-Responsive Guidelines for Professional Development: These *Guidelines* build on best practices which recognize that adults learn within the context of their culture. The *Guidelines* are intended to be woven into professional development efforts.
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ECEAP Expansion Workforce Map

This draft map graphic shows the actions needed to: increase the number and diversity of qualified professionals; hire, recruit these professionals; and, develop, retain and advance them through their careers. This is necessary to equip ECEAP with the skilled workforce that can provide high-quality ECEAP services - where they are needed - as it expands toward entitlement. This initial map focuses on what needs to be done. As plans develop, decisions will be made about each action and who is responsible for them. (Please see the attached *ECEAP Expansion Maps Introduction and Definitions* for a fuller description of system partners.) The timing and phasing of actions that move forward will be included in the *Action Plan*. Actions required at each step are shown below for:

- **ECE Professional Actions** - The actions that a student or current staff member (teacher, coach, instructional leader, family support worker or family child care provider, etc.) would take from searching for a career through their education, hiring, retention and advancement as an early childhood professional.
- **DEL & System Partner Actions** - The actions that DEL and system partners (communities, SBCTC, CCA, Educational Service Districts (ESD), regional entities, contractors or others) would need to take at each step.
- **System and Policy Development** - Development and changes needed to attract, educate and retain an adequate number of skilled ECEAP teachers and staff.

A description of key issues is on the next page, following the graphic. Please see the *Right Slot, Right Place Map* and the *Facilities Map* for additional detail about those topics.

Steps	1. Increase the Number of Qualified & Diverse ECE Professionals	2. Recruit/Hire Qualified & Diverse Professionals	3. Develop, Retain and Advance Qualified, Diverse Professionals
ECE Professional	a. <u>Career Choice</u> . Assess choices and choose career. b. <u>Higher Ed Program Choice</u> . Choose a credentialing program. c. <u>Credential Completion</u> . Complete or advance education.	d. <u>Career Search/Advancement</u> . Search for job or career advancement. e. <u>Job Placement</u> . Secure position.	f. <u>Professional Development</u> . Engage in preparation and professional development. g. <u>Retention & Advancement</u> . Stay engaged in the field and advance.
DEL, Community, System Partner & Contractor Actions	a. <u>Competitive Compensation</u> . Provide sufficient compensation to make ECE a good career choice. b. <u>Career Advising</u> . High school/higher ed. career advisors recommend ECE careers. c. <u>Academic Advising</u> . Provide academic advising to help students select courses and connect them to financial aid. d. <u>Scholarships/ Financial Aid</u> . Provide scholarships and financial aid for tuition/books, etc. (DEL, higher education institutions and others). e. <u>Marketing/Awareness</u> . Market early childhood education as a career. f. <u>Recruitment</u> . Identify diverse parents/ community members for ECE careers. g. <u>Education Pathway</u> . Provide stackable transferable credits. h. <u>Student Teaching/Practicum at ECEAP Sites</u> . ECEAP sites provide student teaching opportunities to encourage students to choose jobs in ECEAP programs.	i. <u>Recruitment</u> . Agencies recruit candidates that match demographics of enrolled children. j. <u>Compensation</u> . Offer competitive wages and benefits. k. <u>Workplace</u> . Provide a supportive and culturally/linguistically welcoming workplace.	l. <u>Workplace</u> . Provide supportive, culturally/linguistically welcoming workplaces. m. <u>Compensation</u> . Provide competitive compensation. n. <u>Initial Preparation</u> . Training (standards, curriculum, data systems, etc.) o. <u>Instructional Leadership</u> . Provide strong instructional leaders. p. <u>Instructional Leadership Supports</u> . Provide guidance and supports. q. <u>Job-Embedded Relationship-Based Professional Development (JEPD)</u> . Provide JEPD (aligned across child care and ECEAP). r. <u>Annual Preservice/Ongoing Training</u> . Provide annual preservice/ in-service training opportunities. s. <u>Advancement</u> . Provide career development & advancement opportunities for those who choose to advance.

System and Policy Development	<p>a. <u>Compensation</u>. Analyze compensation for careers with similar educational requirements.</p> <p>b. <u>Increase Compensation</u>. Make compensation competitive with other career options.</p> <p>c. <u>Financial Aid</u>. Increase financial supports for tuition/books, etc.</p> <p>d. <u>Definitions</u>. Develop shared vision, definitions & practice protocols for each profession Teacher, coach, instructional leader, etc.).</p> <p>e. <u>Policy</u>. Consider/test higher compensation / differential slot rates for shortage areas.</p> <p>f. <u>Quantify Workforce Needs</u>. Determine number / diversity of professionals needed at entitlement (total/by school district/county).</p> <p>g. <u>Recruitment</u>. Develop means to recruit diverse ECE students where needed.</p> <p>h. <u>Expand Higher Ed Programs</u>. Expand ECE education programs, if, as, needed.</p> <p>i. <u>Alignment</u>. Increase access to stackable, transferable ECE credits. **</p> <p>j. <u>Make Courses Accessible</u>. Provide distance learning, etc.**</p> <p>k. <u>Competency Assessment & Equivalency Processes</u>. Consider, create & implement. **</p> <p>** THE EARLY CHILDHOOD WORKFORCE COUNCIL WILL ADVISE/MAKE RECOMMENDATIONS.</p>	<p>l. <u>Workplace Environment</u>. Provide supports to prepare contractors to be supportive and culturally/linguistically responsive workplaces.</p> <p>m. <u>Recruitment</u>. Work with MERIT to advertise positions and identify/support professionals interested in ECEAP.</p> <p>n. <u>Advancement</u>. Strengthen articulation of pathways/supports for career advancement.</p> <p>o. <u>Family Child Care Homes</u>. Examine tools/methods needed for child family home providers to provide ECEAP.</p>	<p>p. <u>Workplace Environment</u>. Training/supports to assist contractors in providing welcoming and culturally/linguistically responsive workplaces.</p> <p>q. <u>Competitive Compensation</u>. Funds to allow for competitive compensation.</p> <p>r. <u>Career Pathways</u>. Be intentional about promoting career advancement pathways for those who choose to advance in their career. For example, create a pathway through ECEAP programs and community colleges to (encourage parents to become staff and assistant teachers to become lead teachers).</p> <p>s. <u>Initial Preparation</u>. Provide guidance and tools.</p> <p>t. <u>Instructional Leadership</u>. Develop guidance and supports.</p> <p>u. <u>Job-Embedded Professional Development</u>. Develop guidance/ supports.</p> <p>v. <u>Cohort Learning Opportunities</u>. Expand cohort learning opportunities.</p> <p>w. <u>Ongoing Training</u>. Provide guidance, training support and/or training.</p>
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** The Early Childhood Workforce Council will provide advice and recommendations on this issue.

See the ECEAP Expansion Right Slot, Right Place Map for equity, access, eligibility, entitlement and transportation issues. See the ECEAP Expansion Facilities Map for more on facilities.

ECEAP Expansion Key Workforce Issues

The following key issues need to be addressed to develop the diverse and qualified workforce that will be necessary for ECEAP to deliver high-quality services - in all of the places that they are needed - as ECEAP expands into an entitlement program.

1. **Increase Supports and Compensation:** Today's compensation for early learning professionals is typically not sufficient to make ends meet. Federal Temporary Assistance for Needy Families training requires that interested students be told that if they enter the child care profession they may not be able to earn a living wage. This makes it hard to attract enough students into the field. Currently, some ECEAP contractors return slots due to an inability to hire teachers. The average annual salary for an ECEAP lead teacher was \$31,851 in 2013-2014 (*Early Learning Compensation Rates Comparison*, 1/15). Using Pierce County as an example, [the MIT Living Wage Calculator](#) suggests that an adult with one child needs an annual salary of \$50,757 to meet expenses in Pierce County - substantially more than the average ECEAP lead teacher salary. Individuals with two- or four-year degrees can earn a higher salary in a number of other careers. Some ECEAP providers are hearing that college advisors steer students away from early childhood development careers because of the low salaries. Increasing compensation to levels that are competitive with other positions requiring similar education and experience, through increased slot rates or other mechanisms, will be key to attracting a sufficient workforce for ECEAP expansion.

The ECEAP Expansion Think Tank suggests exploring other ways, in addition to salaries, to help child care professionals move out of poverty. These might include: shared service approaches to allow small providers and child care family homes to offer benefits to staff; or, opportunities for ECE professionals to receive forgivable loans and other types of non-compensation incentives.

2. **Increase the Diversity of the Workforce:** Research makes an increasingly compelling case for the benefits of a diverse teacher workforce and for same race/ethnicity teachers. Benefits include: positive exposure to successful role models; greater understanding of cultural norms; and, teachers having higher expectations (*The State of Diversity in American Education*, Albert Shanker Institute, 2015). However, the composition of the current ECEAP workforce does not reflect the diversity of enrolled students.

3. **Expand the Workforce Overall and by Locality:** Securing the workforce needed to provide high-quality services as ECEAP grows toward entitlement, means having enough qualified teachers, administrators and staff, *and* having them in the places where they are needed. K-12 teacher labor market research suggests that teachers prefer to teach close to where they grew up or in schools similar to the ones they attended as students. This preference makes staffing difficult in areas that need to import teachers (Loeb, Reininger, 2004, Stanford Center for Education Policy Analysis). Early learning professionals are likely to have similar preferences which suggests the need to:
 - a. Project the numbers of staff (by type) that will be needed in each locality (geography to be determined) at entitlement;
 - b. Develop partnerships with higher education programs across the state to recruit and train teachers, administrators and family support workers in their communities (Some of this is being done). This is in addition to making compensation competitive with other careers requiring similar types and levels of education and training. **
4. **Culturally and Linguistically Responsive Workplaces:** Supporting children and families of color *and* the diverse staff that help them learn and grow requires building an attitude of cultural humility and the knowledge and skills needed to be culturally and linguistically responsive. This is central to both equity and efficacy. An agency's ability to attract, develop and retain a diverse workforce will be greatly enhanced by an unwavering commitment to cultural responsiveness and its ability to foster inclusion to develop, support and maintain the highest level of service delivery. Many involved in ECEAP are already committed to cultural humility and responsiveness and DEL is undertaking a racial equity initiative. Strengthening cultural responsiveness should be a key theme in ECEAP workforce development throughout ECEAP expansion. This should include culturally and linguistically responsive professional development regarding: curriculum; access; best practices for adult learning; and, opportunities for demonstrating mastery/competence. **
5. **Career Pathways:** Providing access to efficient career pathways (through; the alignment of standards; and, clear articulation between higher education preparation programs), leading to degrees, certificates and endorsements for early learning professionals that are progressive, valued and portable, will be essential to workforce development. ** The ECEAP Expansion Think Tank also notes that much of the current workforce has faced adverse childhood experiences and/or poverty, suggesting the need to respond to those experiences in our education system and program administrative approaches.
6. **Competency Assessment and Equivalency:** The national effort to require a bachelor's degree for lead teachers runs the risk of eliminating capable teachers who understand and reflect the culture of the children they serve. DEL, policymakers and advocates will explore the potential for assessing attainment of the *Washington State Core Competencies for Early Care and Education Professionals* and consider "equivalency" for experience, expertise and credential obtained from other sources. **

Draft ECEAP Expansion Facilities Map

A shortage of facilities limits ECEAP expansion. This draft map graphic shows the steps and actions needed to establish facilities and classes - in the places where they are needed - to enable ECEAP to serve all eligible children whose families so choose at entitlement. This is a preliminary map, since the potential capital investment being considered by the Legislature could change what is needed/possible. This map focuses on initial ideas about “what” needs to be done. As plans develop, decisions will be made about each action and “who” is responsible for the actions (e.g., at the provider level it might be the contractor or other project sponsors. At the system level it might be DEL, the Department of Commerce or others).

(Please see the attached *ECEAP Expansion Maps Introduction and Definitions* for a fuller description of system partners.) The timing and phasing of actions that move forward will be included in the *Action Plan*. Actions required at each step are shown for:

- **Provider Actions** - Actions that a provider (contractor, subcontractor or other agency) would take, from considering facilities renovation or construction, through project completion.
- **System Partner Actions** - Actions that system partners (DEL, Department of Commerce, etc.) would need to take. (This may be determined in legislation.)
- **Systems and Policy Development** - Development and changes needed to identify, fund and complete the right facility development projects in the places where they are needed.

Following the graphic is a list of key facility issues.

Steps	1. Identify & Prioritize Projects	2. Establish Grant/ Loan Terms & Agreements	3. Plan Project & Secure Permits	4. Complete Project
Provider Actions	a. <u>Fit</u> . Determine fit of potential facility project with agency philosophy, plans, finances, business model. b. <u>Readiness</u> . Assess agency capacity to plan and manage construction project. Secure additional budget/capacity as needed. c. <u>Site</u> . Secure ownership or agreement for use of site. d. <u>Project Budget</u> . Develop project budget (acquisition, construction, professional services, permit fees, etc.) e. <u>Match Funds</u> . Secure commitment of required local matching funds across partnership entities. f. <u>Application for Capital Funds</u> . Complete application for grant/loan. g. <u>Licensing/ECEAP</u> . Understand DEL licensing requirements at the outset. Stay in communication with licensing throughout the process.	h. <u>Requirements</u> . Prepare to meet all legal and fiscal requirements. i. <u>Grant/Loan Agreement</u> . Negotiate and execute agreement.	j. <u>Building Plans</u> . Secure plans. k. <u>Licensing/ECEAP</u> . Ensure plans meet Licensing/ECEAP requirements. l. <u>Permits</u> . Secure permits and approvals.	m. <u>Contractor(s)</u> . Hire/manage contractor. n. <u>Materials</u> . Procure materials. o. <u>Construction</u> . Manage project completion. p. <u>Inspections</u> . Secure required permits/inspections.
System Partner Actions	a. <u>Communications</u> . Market the benefits of renovating and improving facilities. b. <u>Request for Proposal (RFP) Process</u> . Issue RFP's with clear guidance about funding priorities/conditions and evaluate applications. c. <u>Award</u> . Award funds for projects. d. <u>Local Partnerships</u> . Encourage local partnerships leveraging local investment. e. <u>Licensing/ECEAP</u> . Ensure DEL licensing requirements are understood and confirmed at the outset. Stay in communication with licensing throughout the process.	f. <u>Requirements</u> . Clearly communicate all legal and fiscal requirements. g. <u>Supports</u> . Clearly communicate available supports. h. <u>Loan Agreement</u> . Negotiate and execute contract.	i. <u>Building Plans</u> . Assure plans meet licensing/ECEAP requirements. j. <u>Contract Oversight</u> . Provide contract oversight and payment. k. <u>Supports</u> . Provide	l. <u>Inspection</u> . Certify project meets licensing/ECEAP requirements. m. <u>Start-Up</u> . Provide start-up funds (See “o” below-TBD).

System & Policy Development	a. <u>Roles and Functions</u> . Set roles/ functions for DEL and Department of Commerce (if not defined in legislation). Provide technical expertise/resources to providers through the capital acquisition and construction processes.	k. <u>Contract Mechanisms & Tools</u> . Develop/adapt contract management/ invoicing tools and procedures.	o. <u>Continuous Quality Improvement (CQI)</u> . Work with project sponsors to identify ways to streamline and improve future facility renovation and construction projects.	<u>Start-Up</u> . Consider if and how Start-up finds for classroom/space and playground equipment can be provided.
	b. <u>State-Level Staff Capacity</u> . Secure necessary staff capacity and expertise.	l. <u>Project Oversight</u> . Set methods to assure projects are on track.		
	c. <u>Geo-Mapping</u> . Develop geo-mapping tool to “see” locations of eligible children and potential facilities.	m. <u>Project Consultation</u> . Provide design consultation/ assistance.		
	d. <u>Identification</u> . Determine methods for identifying/prioritizing locations where additional facilities are needed.	n. <u>Cost Allocation & Business Support</u> . Consider providing cost allocation and business coaching.		
	e. <u>Readiness</u> . Identify areas where entities are prepared to renovate/ build.			
	f. <u>Licensing & ECEAP WAC (170-100)</u> . Consider if/where flexibility could encourage more providers.			
	g. <u>Set/Clarify Policy</u> . Set policy (ownership, cost allocation, waivers, timing of facilities/ service provision, etc.)			
	h. <u>Schools</u> . Explore roles and align facilities requirements to encourage P-3 participation.			

See the *ECEAP Expansion Right Slot, Right Place Road Map* for more on equity, access, eligibility, entitlement and transportation issues that affect facility need. See the *ECEAP Expansion Workforce Road Map* for more on workforce issues.

Key Facilities Issues

The *Facilities Needs Assessment for ECEAP Expansion* (September 2016) found that there are insufficient facilities to support the ECEAP expansion; 240 plus new or renovated classrooms/spaces will be needed. The Legislature is now considering a substantial capital budget investment in additional classrooms/spaces. The following key issues need to be addressed to develop and implement the funding of needed ECEAP facility renovation and construction.

- Multi-Use Facilities and Innovative Models:** Multi-use facilities will be needed to serve children where they are. This includes preschool classrooms and spaces with children funded by other funding sources and programs such as private pay child care, Head Start or special education preschool. Cost allocation mechanisms are in place for this, but different and more flexible methods would enable ECEAP expansion in ways that serve children where they are. In addition, The ECEAP Expansion Think Tank suggests that cost might be minimized, and access to innovative models improved if ECEAP considers ways to provide services in multi-use spaces such as a library reading room or space in a church or mosque.
- State Roles, Capacity and Technical Assistance:** In addition to typical facility project roles, initiating the new ECEAP facilities work will require coordination across licensing, Early Achievers and ECEAP. A first point of contact for potentially interested providers is essential. State agencies are now determining which agencies will play needed roles. (This may also be determined by legislation.) ECEAP providers who are well-positioned to provide more classrooms/spaces and slots in the areas where they are needed, may not have business and/or facilities development expertise or the incentive to undertake a project. The designated administering state agency will need staff capacity and expertise to provide facility renovation and construction technical assistance (e.g. building design, permitting, finance, etc.) and other supports/incentives and as well as implementation oversight to successfully encourage and support projects.
- Data to Align Slot Demand and Pipeline of New Locations:** DEL will need data and methods to align prioritized locations for additional slots with community and contractor readiness to build/renovate facilities, expand services, and secure qualified professionals in those same places. Since numbers of needed classrooms/spaces may be adjusted due to changes to eligibility, the definition of entitlement, and development of alternative pathways, regular re-casting of need and future capacity will be required. Since organizations will not embark on expansion/development of multi-month/year construction/renovation projects without assurance of new slot awards when the facility is ready, DEL will need to revise the current grant award process to account for these aligned multi-year projections. The ECEAP Expansion Think Tank that community-level planning supported by robust forecasting data collection and geo-mapping can best help refine projection/prioritization of need and potential expansion sites.
- Flexibility as Populations and Demand Shifts:** Economic forces (such as the recent recession, cost of housing that is promoting family mobility, and shifting employment opportunities in rural areas) cause changes in the number and location of eligible families from year-to-year. Increases in the interest in preschool,

increased minimum wages, and changes to Head Start may also affect demand. DEL will need methods to forecast these changes and create flexible capacity as population and demand shift.

5. **Ownership interest:** Washington as well as public and private local sponsors will have investments in the newly constructed or renovated facilities (some of which may be privately-owned). This will require policy and mechanisms to determine ownership interests and terms of use.
6. **Sustainability:** Consideration will need to be given to costs and sources of funds to sustain projects. These ongoing costs include traffic impact fees, maintenance, parking, etc.
7. **Challenges with Alignment of State, County and Local Building Codes and Permit Requirements:** Meshing local, county and state building requirements, with licensing and ECEAP requirements is extremely challenging. A person with expertise in these areas can help projects navigate these requirements, while efforts to align all requirements proceed.
8. **Cost Allocation:** Cost allocation is the way that ECEAP contractors (who also serve children not-enrolled in ECEAP) “allocate” ECEAP funds for ECEAP children and other funds for the other children that they serve. This ensures that ECEAP funds benefit children and families enrolled in ECEAP. However, cost allocation and the inequity of pay between child care and ECEAP make it too difficult for some providers to make ends meet with only a few ECEAP children in a licensed child care program. Think Tank participants suggest that this will need to be addressed to reach entitlement in our mixed delivery system. ECEAP should explore financial models such as the Early Head Start-Child Care Partnerships layering of funds to address this.
9. **Schools:** Schools comprise half of all ECEAP providers, but they have other avenues for capital development. If schools participate in the facility fund, differences in classroom square footage requirements among licensing, ECEAP and kindergarten classrooms may limit school district interest in investing in spaces for ECEAP. This suggests that increased system-level collaboration between OSPI and DEL may help create a continuum of requirements under a P-3 umbrella.
10. **Faith-Based Organizations:** Under Article 1, Section 11 of the State Constitution, state-funded programs must have only secular objectives and be free of religious instruction, worship or exercise. Whether and how faith-based institutions can participate in facilities funding using cost-allocation must be determined. Ownership and terms of use must also be determined. An October 2016 U.S. Supreme Court decision may also affect the eligibility requirements for faith-based organizations.

ECEAP Expansion: Right Slot, Right Place Map

The graphic shows the actions needed to establish ECEAP providers and classrooms/spaces for the right slots - in the places where they are needed - to enable ECEAP to serve all eligible children whose families so choose at entitlement. This initial map focuses on “what” needs to be done. As plans develop, decisions will be made about each action and “who” is responsible for actions. For example, system partners might be DEL, higher education, the Caseload Forecasting Council, Child Care Aware, ESD’s or others. (Please see the attached *ECEAP Expansion Maps Introduction and Definitions* for a fuller description of system partners.) As decisions are made, the timing and phasing of actions will be included in the *Action Plan*. Actions required at each step are shown as follows.

- **Contractor and Provider Actions** - Actions a new, or continuing contractor or subcontractor would take - from considering ECEAP - to providing high-quality ECEAP services.
- **System Partner Actions** - Actions that DEL in concert with communities, contractors, regional entities or other system partners would need to take at each step.
- **Systems and Policy Development** - Development and changes needed to attract, identify, prepare and support new providers in providing high-quality ECEAP services.

A description of key issues is on the next page, following the graphic. See the *Workforce Road Map* and the *Facilities Road Map* for additional detail about those topics.

Steps	1. Set Expansion Slot Numbers, Priorities, Policy and Pathways	2. Identify Providers for Additional Slots	3. Prepare New & Continuing Providers to Offer Services	4. Provide High-Quality ECEAP Services
ECEAP Contractors / Providers	a. <u>Demand</u> . Determine availability of eligible families in service area.	b. <u>Fit</u> . Determine fit with agency philosophy, plans, finances. c. <u>Readiness</u> . Assess business systems & ability to reach an EA level 4. Identify potential staff, comprehensive services. d. <u>Contractor/Subcontractor Role</u> . Explore best role. e. <u>Business Plan</u> . Create business plan with financial model. f. <u>Facilities</u> . Identify space <u>or</u> request facilities support. g. <u>Request for Applications</u> . Determine slot numbers and complete application.	h. <u>Staff</u> . Recruit, hire & train staff that reflect student race/ ethnicity. i. <u>Orientation/Training</u> . Participate training & mentoring. j. <u>GOLD™</u> . Train teachers to reliability. k. <u>Data</u> . Set up data collection and reporting systems. l. <u>Recruitment/Enrollment</u> . Recruit & enroll families. m. <u>Environment</u> . Set up classrooms/ spaces & play areas. n. <u>Professional Development (PD)</u> . Set staff PD plans.	o. <u>Standards</u> . Meet licensing, <i>Early Achievers</i> and <i>ECEAP Standards</i> & contract requirements. p. <u>Early Achievers</u> . Achieve 4/5 rating. q. <u>Data Entry</u> . Enter ELMS data. r. <u>Assessments</u> . Administer child assessments. s. <u>CQI</u> . Implement <i>Self-Assessments</i> & CQI processes. t. <u>Cultural Responsiveness</u> . Implement strong practices. u. <u>Regional Relationships</u> . Connect with regional coalitions, etc.
DEL/System Partner Actions	a. <u>Slots Needed by Year/at Entitlement</u> . Update caseload forecast (Caseload Forecast Council) and prioritization of eligible children and slots needed by school district annually. Update methods to include local input on trends, where slots are most needed, community capacity, etc. (DEL with community input). b. <u>Communication & Guidance</u> . Communicate changes to standards, policy & practice & provide guidance with ample time for providers to make changes. (DEL) c. <u>Family Model Choice</u> . Develop methods to learn family choice of models to understand need for Part-Day, Full Day, and Extended Day models.	d. <u>Recruitment</u> . Recruit providers in areas where services are scarce (DEL/community). e. <u>Readiness</u> . Implement provider readiness processes. f. <u>RFP</u> . Issue RFP (DEL). g. <u>Assess Readiness</u> . Ascertain provider readiness (DEL). h. <u>Award Slots</u> . Evaluate applicant proposals & award slots (DEL).	i. <u>Contract</u> . Execute contract (DEL/Contractor). j. <u>Cultural/Linguistic Responsiveness</u> . Support responsive practices (DEL/Partners). k. <u>Recruitment</u> . Provide support/tools (DEL/Contractor). l. <u>Training</u> . Provide training (varies). m. <u>Monitoring/Technical Assistance (TA)</u> . Provide monitoring/ TA (DEL/Contractor).	n. <u>Cultural Responsiveness</u> . Promote/support culturally competent practice (DEL/Partners). o. <u>Program Reviews</u> . Conduct program reviews every X years (TBD) (DEL). p. <u>Monitoring/TA</u> . Administer contracts. Provide monitoring/ TA (DEL).

System & Policy Development	a. <u>Compensation/ Slot Rates</u> . Determine compensation/slot rates to enable high-quality services.	k. <u>Readiness</u> . Develop process to give potential providers more time to prepare to provide ECEAP.	p. <u>Workforce</u> . Determine numbers and diversity of needed workforce & expand in the places where they are needed.	t. <u>Quality Improvement/ Effectiveness</u> . Use ELMS and evaluation data for CQI & improvements to standards, practices & professional development.
	b. <u>Eligibility</u> . Consider changes based on risk factors & new minimum wage.	l. <u>RFP Process</u> . Update process to reflect new pathways & priorities.	q. <u>Culturally Responsive Services</u> . Develop methods to support culturally responsive approaches/services.	u. <u>Population Shifts</u> . Create ability to move slots as populations and demand shift.
	c. <u>Contracting</u> . Set contracting/ subcontracting approach (DEL).	m. <u>Readiness</u> . Develop methods to ascertain provider readiness.	r. <u>Monitoring</u> . Streamline processes.	
	d. <u>Standards</u> . Align Early Achievers and ECEAP Standards (DEL).	n. <u>Provider Recruitment</u> . Prepare recruitment materials & strategy.	s. <u>CQI</u> . Continue to strengthen systematic CQI process.	
	e. <u>Coaching & TA</u> . Align Early Achievers and ECEAP coaching & TA.	o. <u>Slot rates</u> . Secure funds slot rates that enable high-quality services.		
	f. <u>Facilities</u> . Set methods to prioritize projects, sequence slot & facility awards.			
	g. <u>Pathways/Models</u> . Develop alternative pathways (Family Child Care Home (FCCH, tribal, rural) & shared services. Research/test models.			
	h. <u>Entitlement</u> . Refine/use definition to estimate needed slots/locations.			
	i. <u>Consistency & Flexibility</u> . Balance consistency & flexibility needed to engage providers/families.			
	j. <u>Transportation</u> . Consider, if, and how, transportation can be provided.			

See the *ECEAP Expansion Facilities Road Map* for more on facilities issues and the *ECEAP Expansion Workforce Road Map* for more on workforce issues.

Key Right Slot, Right Place Issues

Accessibility results from location and sufficient models and options to meet varied family choices, needs and circumstances. As ECEAP moves toward entitlement, models, plans and pathways will be needed to ensure access, including in rural and isolated areas. This will require accurate forecasting of the right mix of part-day, full-day and extended day models, and pathways for more types of providers to fully participate. The following key issues need to be addressed to enable delivery of high-quality ECEAP services - in all the places that they are needed - as ECEAP expands into an entitlement program.

1. **Equity:** Children of color currently make up 60 percent of children under 5 years of age living in the lowest-income households - the fastest growing subgroup. DEL's racial equity team is developing a framework and plan (including impact analysis tools and metrics) built upon the current *Racial Equity Theory of Change*. This may affect ECEAP eligibility, expansion strategies, and plans in the future.
2. **Slot Projection:** Economic forces (such as booming housing costs that increase family mobility and homelessness and shifting employment opportunities) cause changes in the number and location of eligible families. To ensure that facilities and slots are available where they are needed, DEL will need an enhanced projection methodology to layer on top of the ECEAP's Saturation Study to understand these local changes. This will need to consider other capacity (such as Seattle and Tacoma's Title I preschools) not now captured in the *Saturation Study*. The ECEAP Expansion Think Tank notes that broader issues (such as local employment trends, prevalence of drug use and lack of other child care in the community) are not currently considered, suggesting that the enhanced projection methodology and future facility development methodology be refined to include local input. Geo-mapping may also help see where eligible children live compared to locations of proposed facilities. (See also *Facilities Map Issue # 5*).
3. **Readiness Process:** Preparing to provide ECEAP services is a serious endeavor. Potential providers need: to consider if, and how, ECEAP can fit into their program and business model; prepare to use research-based curricula and conduct regular child assessments to learn what children can do so that teachers can support the child's development; learn about and prepare to meet *ECEAP Standards* and use ECEAP data systems. Systematic steps, supports and a longer time to prepare will need to be developed to ensure ECEAP providers are available where they are needed. Additional supports will be needed (e.g., substitute options to allow family child care home providers to learn about ECEAP and attend educational and training sessions) for providers to learn about and prepare for ECEAP. The ECEAP Expansion Think Tank suggests using a "community convening" approach to identify and prepare potential providers. Convening approaches, such as those used in the Rural Home Visiting Project may be helpful. The pipeline and projection of "ready" providers will also need to be aligned with forecasts of demand, and available/planned facilities and qualified workforce.

4. **Balancing Consistency and Outcomes with Community Responsiveness and Flexibility:** In aligning child care and ECEAP WAC's and revising *ECEAP Standards*, DEL is examining research and data to distinguish where consistent dosage and standards are needed to strengthen child outcomes from those where there can be greater flexibility. This will be an ongoing exploration.
5. **Workforce.** Currently some providers decline slots because they are not able to hire teachers. Additionally, to be fully effective the workforce should reflect the diversity of enrolled children. ECEAP will need to forecast the numbers and diversity of staff that will be needed in different places and develop methods and partnerships to secure them. The Early Childhood Workforce Development Council is leading this work, ensuring that degrees, certificates, and endorsements are progressive, valued, and transferable. This includes: strategies to expand the supply of highly-qualified and skilled early learning educators; access; culturally-responsive professional development regarding curriculum and other best practices; and, opportunities for demonstrating mastery/competence.
6. **Facilities and Start-Up Funds:** Sufficient facilities do not exist to provide the projected 240+ new or renovated classrooms/ spaces that will be needed. The Legislature is now considering a capital budget for additional classrooms/ spaces. To attract and support projects where more classrooms/spaces are needed, new methods will be needed to identify and prioritize new locations. Some sites may require start-up funds to equip classrooms/spaces and playgrounds. The ECEAP Expansion Think Tank suggests exploring issuance of bonds, perhaps backed initially by private investors.
7. **Compensation, Slot Rates and Provider Recruitment:** Due to the current financing of preschool, which results in low compensation relative to qualification, some providers return slots due to inability to hire staff. A Washington Association of Head Start and ECEAP survey showed that providers could provide almost double the number of full-day slots at a rate of \$12,000/slot than at \$10,500/slot. These finance issues provide the most significant barrier to provider recruitment necessitating development and testing of approaches to overcome them. Enhanced strategies and materials to recruit providers are also needed.
8. **Eligibility & Entitlement:** Research shows that income, the primary determinant of ECEAP eligibility, is not the only risk factor for falling behind in development and in school. Abuse, neglect and other adverse childhood experiences (ACE's) are also major factors. Data show that far fewer children of color meet all six Washington Kindergarten Inventory of Developing Skills domains of kindergarten readiness. Compounding this, the new minimum wage means that some currently-eligible families will be above income eligibility while increases in expenses leave them worse off than before. Because of this, ECEAP eligibility requirements should be analyzed and changes considered to meet the goal of 90 percent of children being ready for kindergarten by 2020. The definition of entitlement also needs to be refined.
9. **Alignment of Licensing, Early Achievers and ECEAP:** Alignment of licensing, Early Achievers and ECEAP standards is underway with updated, unified and easy-to-understand progressions of standards and regulations among licensed child care, Early Achievers and ECEAP. Alignment, streamlining and consistency of monitoring, coaching and TA will focus on ensuring quality, system efficiency and effectiveness across programs.
10. **Contracting:** DEL is working to determine the best approach to the number of contractors; refining the contracting process; and, exploring important elements of the ECEAP subcontracting process (such as roles and pass-through amounts). The aim of this is to make it possible to monitor many more slots efficiently, to streamline contracting, to provide useful guidance on subcontracting.
11. **Recruitment of Eligible Families:** Key to improving school readiness will be reaching the hardest-to-reach families. Additional recruitment methods such as an expanded recruitment role for parent ambassadors and other ways of extending outreach through trusted messengers to communities and places where vulnerable families live, work and play should be considered.
12. **Transportation:** For several years, contractors have noted that reaching all children will require the provision of transportation. This may be especially important in rural and remote areas. As ECEAP reaches entitlement, funding for transportation should be considered.